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ABSTRACT

This document is a teacher-developed handbook to the Meridian (Mississippi) Public Schools' Teachers' Center. The materials contained in the handbook include: (1) steps involved in implementing the model; (2) organization charts; (3) center rationale and objectives; (4) teacher center tasks; (5) operation of the center in the areas of teacher renewal, educational reform, curriculum development, and dissemination; (6) organization and functions of a teacher center; (7) a subjective evaluation of the Meridian Teachers' Center; (8) basic economic concepts; and (9) a summary report of research design. (MJB)

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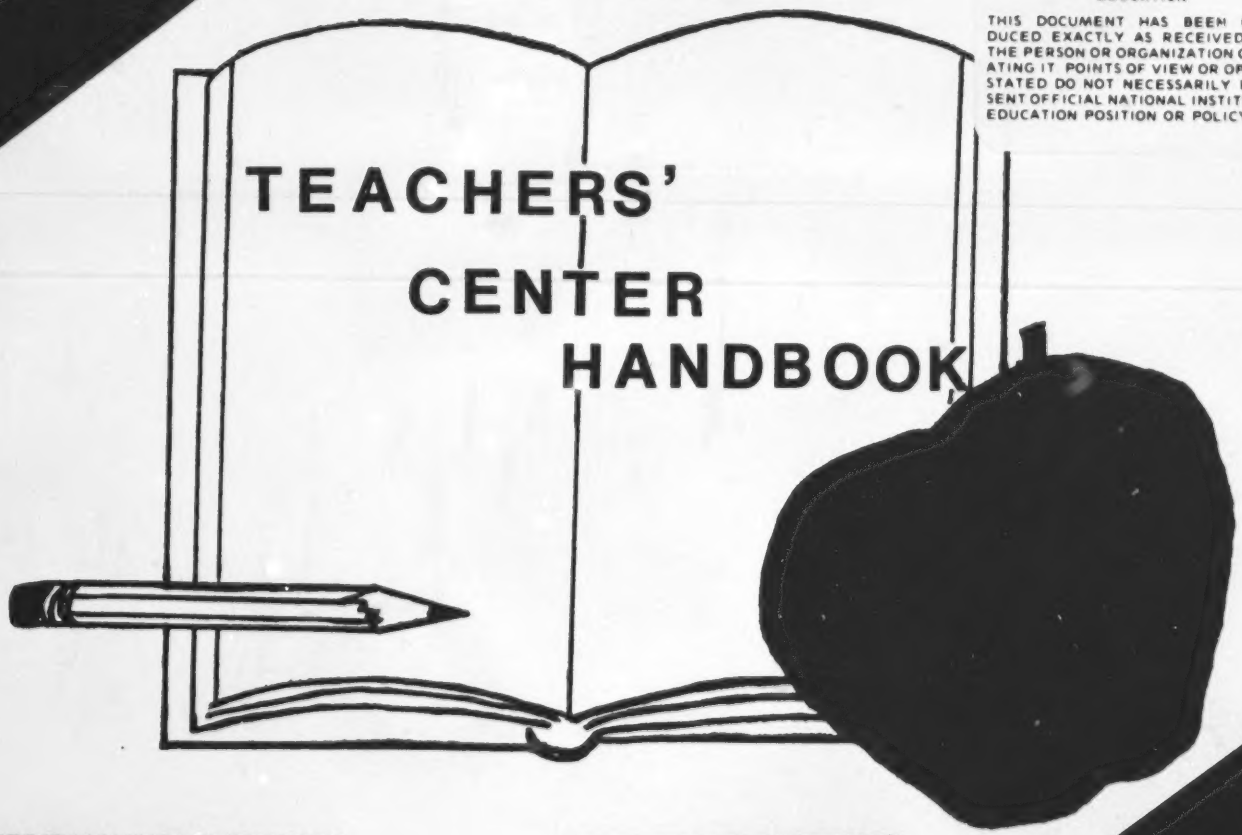
TEACHERS' CENTER HANDBOOK



MERIDIAN PUBLIC SCHOOLS
Meridian, Mississippi

1977

204

ESEA TITLE III
34-7406

STEPS IN IMPLEMENTING THIS MODEL

Step 1. Needs Assessment.

Is there a need for teacher renewal, curriculum revision, or a more extensive knowledge of the overall curriculum and current teaching strategies by the teaching staff?

Step 2. Provision for Central Facility.

Space should be provided large enough for inservice training, working area, storage space, faculty library, and office equipment.

Step 3. Leadership.

Leadership of the Teachers' Center will be determined by the philosophy of school administration. The position may be line or staff, but in this model the Director is a staff person acting as a liaison officer between the teachers and the Director of Curriculum and Instruction. Working relationship between the Center's Director and teachers is enhanced by teachers selecting a leader which in turn is appointed by the Superintendent through the School Board.

Step 4. Collection of Materials.

Prior to active participation by teachers, a materials' center should be made available for their use. This should include educational journals, books on various teaching strategies in the disciplines, and a collection of curriculum guides from various school systems across the nation, state and regional certification standards, and review copies of books and materials on the state adoption list.

Step 5. Organization of the Center.

Internal organization of the Center should be done by the teachers to enhance greater morale and self-confidence of the group. In this model, the Center has a Curriculum Committee, Inservice Committee, Calendar of Events Committee, and a Social Committee selected by the staff.

Step 6. Building a Teachers' Corp.

The Curriculum Director and Center Director selects pacesetters from among the teachers as a corp to provide continuity of the program and catalytic agency for change. Others are drawn into involvement in the Center around this corp until a full team spirit is formed.

Step 7. Involvement of the Staff.

The Director of Curriculum and Instruction and the Center's Director should encourage teacher creativity and initiative. This can be accomplished by giving flexibility to teachers in developing and implementing their own ideas and suggestions consistent with the purposes, goals, and policies of the school district. The Curriculum Director and Superintendent finalizes any changes the district approves.

Step 8. Evaluation.

The teachers should be encouraged to experiment, evaluate, and modify their program based upon statistical and subjective evaluation results. This aspect of the model is highly significant in conditioning teachers to be aware of students and program effectiveness based upon high level scientific and intellectual decision-making procedures.

Dedication

To

Dr. Clyde Muse and *Dr. James McCullouch* for their support and steadfast confidence in the competence of classroom teachers, and to *Dr. James Hefter* for his advice, guidance, and active support in behalf of the Teachers' Center concept utilizing teachers as "change agents" in reform and renewal.

A MODEL
FOR
TEACHER CENTERS

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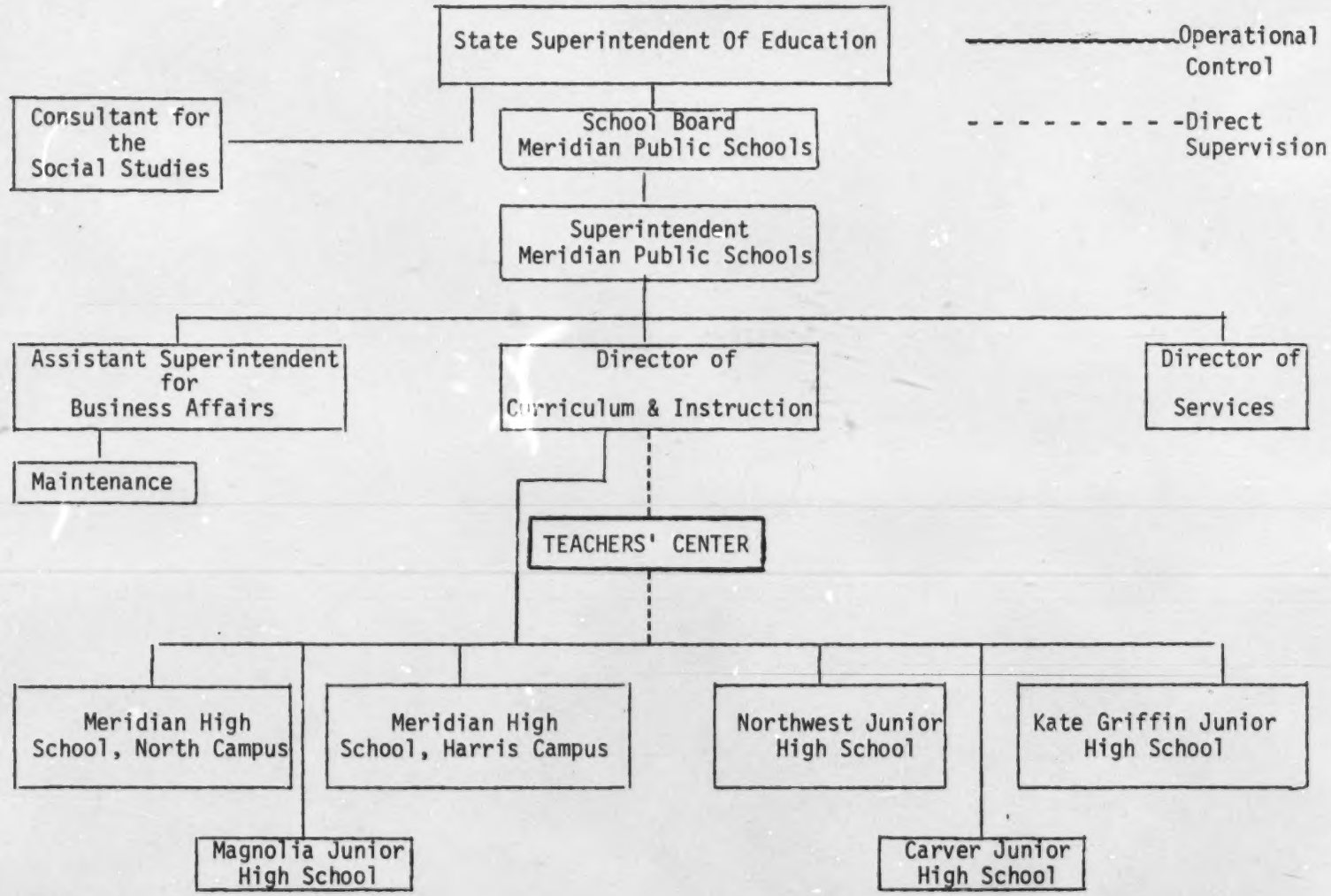
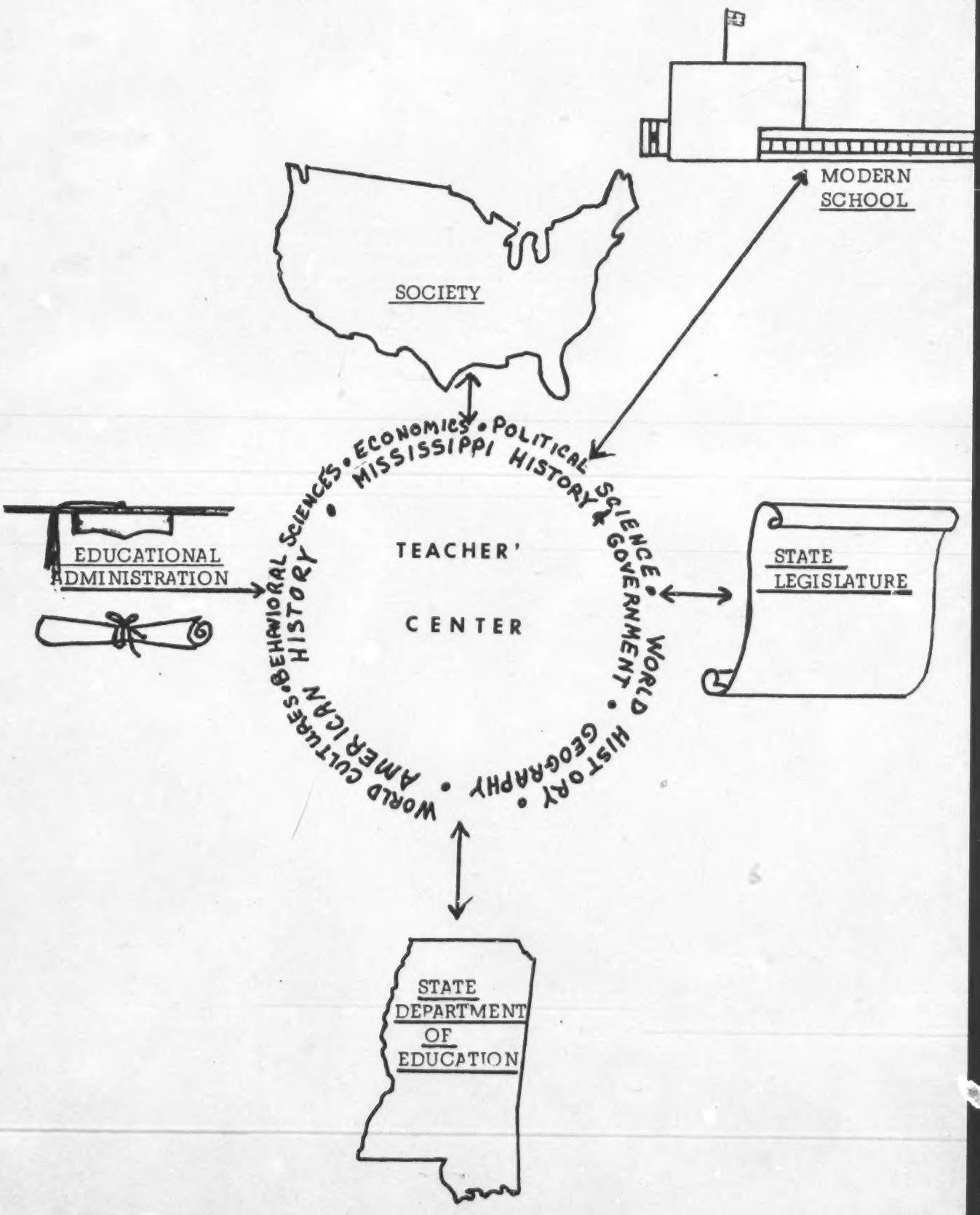
ORGANIZATION CHART




MODERN SCHOOL
SOCIETY
ECONOMICS • POLITICAL SCIENCE • WORLD GEOGRAPHY • WORLD CULTURES • BEHAVIORAL SCIENCES • MISSISSIPPI HISTORY
EDUCATIONAL ADMINISTRATION
TEACHER' CENTER
STATE LEGISLATURE
STATE DEPARTMENT OF EDUCATION

INTRODUCTION

Contemporary educational institutions have been widely indicted by many sources for graduating students who are deficient in the basic functional skills and who fail to understand the major principles underlying American democracy and free-enterprise. Long are the lists of criticisms, but woefully short are the positive means or methods to correct the ills so often high-lighted by the media.

The Teachers' Center concept is an active and direct approach to identifying weak or problem areas in curriculum, teaching strategies, techniques, content, etcetera, and making changes in those areas immediately. The Teachers' Center concept is not a panacea for education, but is a means by which teachers of related subjects might study and analyze problems pertinent to their particular discipline and effect changes to strengthen the learning processes.

The model depicted in this booklet is in operation in the Meridian Municipal Separate School District. It could be replicated in part or in its entirety in most schools. The success or failure of the Center to achieve its objectives is dependent upon the energy, creativity, and enthusiasm that the teachers contribute to the Center.

An effective aspect of this approach to teacher renewal and curriculum reform lies within the specific concept upon which the Center is established, i.e., teachers as change-agents. This approach has developed avenues through which teachers' creativity and insights can be utilized to reform and revitalize the instructional program on a higher level of commitment by the teaching staff. It provides an opportunity for teachers to rechannel their interests and concerns through the administrative system of the school district and enhance the educational opportunities of youth.

RATIONALE

Teachers have come to realize the need for change as a result of deterioration of student interest and motivation. Teachers are concerned that students are not aware of global issues and problems; students do not actively participate in the democratic process at an acceptable level; and teachers have for too long focused on the cognitive areas of the social studies.

In an effort to counteract this trend and to obtain new dimensions for student fulfillment, teachers should instruct in the affective domain. They have explored and experimented with varied and innovative methodologies, moving from teacher-centered to student-centered classrooms. Utilizing a variety of approaches, students will benefit through awareness and understanding of global issues and societal problems. Through this expanded awareness, students will be knowledgeable of and actively involved in the democratic process. Throughout the social studies curriculum, grades seven through twelve, career education, economic education and values have been infused and will serve as a vehicle and a stimulus for change, enabling students to cope with political, social and economic issues in a complex and changing world community.

Teachers are called upon to utilize new methodologies, develop performance skill based education and identify competence levels in the various academic areas. Few are trained in their collegiate studies in these current areas, and the need for action research by classroom teachers to assess students' abilities and program effectiveness is pressing. The Teachers' Center provides services in staff development and training, as well as educational research, for teachers in coping with the changing educational environment.

Curriculum materials, contents, and concepts are subject to change in our technological society. Teachers are too often limited in their knowledge of these changing forces in the society and need some vehicle to keep abreast with these changing

conditions. The Teachers' Center provides a wide range of information on trends and conditions in education and in the society which aid them in making intelligent decisions about course content and methodology.

Decision making in the public school has been the primary function of the administrative personnel. As hierarchical levels increase, the chain of communication is extended and valuable imput is lost to the school system. This imput from the classroom is a valuable supplement to the statistical data provided by the testing services of the school. The Teachers' Center provides a source of communication close to the administrative level and information can flow more freely than in conventionally organized school districts.

OBJECTIVES

1. To provide an informal environment in which teachers are free to experiment with various methodologies, exchange ideas on teaching strategies and suggest solutions to classroom and other management problems.
2. To provide a forum for teachers to suggest activities which will facilitate educational change.
3. To provide stimuli for professional growth.
4. To provide a forum for the examination of materials which are being considered for use in the classroom.
5. To provide a facility for the research of problems with which teachers need help.
6. To host in-service training which meets the needs of the Center members.
7. To provide a forum for critical and constructive review of the existing curriculum and other educational practices.
8. To provide a forum for the design of, and experimentation with, new programs, teaching strategies, innovative techniques and evaluation for inclusion in the curriculum planning.
9. To provide a facility for cooperation and coordination between the school and the community.
10. To provide a facility for teachers through which curriculum modules and teaching practices can be developed consistent with humanistic values.

TEACHERS' CENTER TASKS

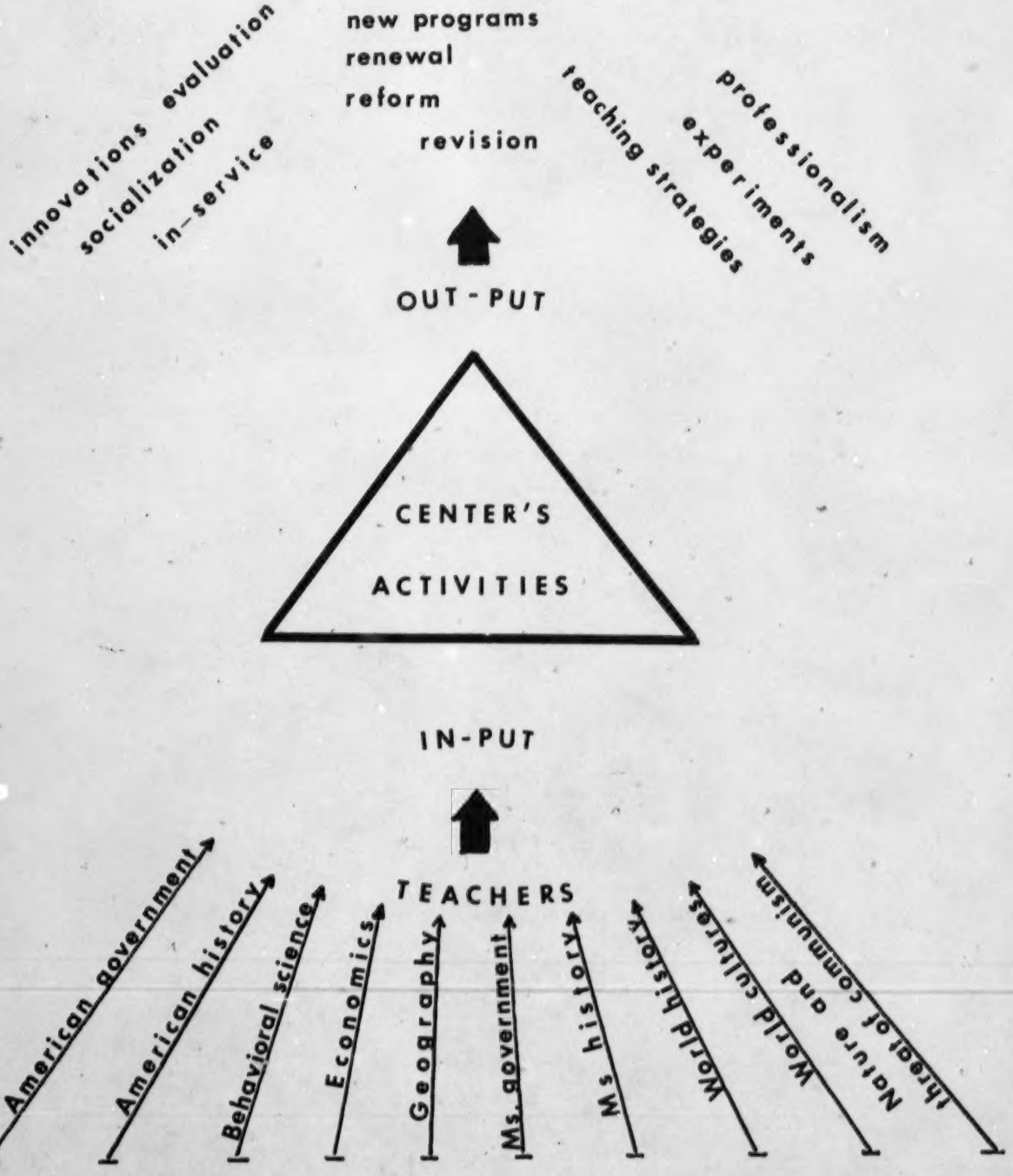
1. Determine the goals of citizenship education.
2. Establish a model for curriculum change with the teacher as the change-agent.
3. Suggest a program of activities for the Center.
4. Develop, select, store, and distribute media for the solution of identified problems.
5. Develop in-service programs based on teacher-identified needs.
6. Revise both pedagogy and curriculum in the areas of social studies.
7. Determine the methods to be utilized in involving teachers in planning and improving the curriculum.
8. Acquire skills for teaching and formulate activities through which students can effectively utilize their freedom for self-fulfillment and social consciousness.
9. Develop appropriate curriculum content.
10. Develop appropriate methodology for upgrading skills to accomplish specified objectives.
11. Elect representatives to serve on a Curriculum Committee.
12. Develop a Handbook describing the procedures involved in the development of teacher centers and in the utilization of the concept for curriculum development and teachers' self-renewal.
13. Identify problems faced by teachers in grades seven through twelve, and attempt to analyze possible causes and formulate solutions to such problems.
    a. identify problems
    b. research available materials
    c. identify solutions
    d. implement and test the proposed solutions
        (1) develop curriculum modules
        (2) develop teaching strategies
    e. demonstrate the significance of the teacher as a change-agent
14. Give continuity to the social studies curriculum through a joint effort of all teachers.
15. Familiarize teachers with the goals and objectives of the various disciplines in order to delete duplication and promote reinforcement of learning.

TEACHERS' CENTER

for

SOCIAL STUDIES

OPERATIONAL SCHEMATIC



OPERATIONS OF A TEACHERS' CENTER

The operation of the Teachers' Center follows both traditional and innovative methods in teachers' renewal, reform, and curriculum development. The basic concept of the Teachers' Center is innovative. That is, teachers are the *change-agents* in reform. They are responsible for their own self-renewal and are catalyst for change. The operation of the Teachers' Center is designed to carry out both the traditional and innovative aspects of the operation of the school program.

RENEWAL

Through the Teachers' Center, classroom teachers meet together at the beginning of the school year and analyze their specific needs in order to execute their teaching responsibilities effectively. Their knowledge of students, materials, methodologies, and course content is reviewed and shared. On an individual basis, they look at themselves in light of identified problems which they recognize as conducive to self-improvement.

Needs are then ranked according to the urgency felt by the body of teachers and given to an elective in-service committee. This committee develops components stating the objectives and methods of evaluation for the in-service programs. Once these are written and calendar dates set, it becomes the responsibility of the Teachers' Center Director to locate consultants capable of providing the services requested by the teachers. Invariably, the teachers demand what they term "show me" types of components. That is, they do not want more of the same methodology that is utilized in most methods courses on the college campus. Consistently, their demands have been inquiry oriented with activities designed to help students learn to manipulate data with greater facility.

Various incentives are used to motivate the teachers to become active participants in the Teachers' Center. Stipends are paid during the summer; for workshops, points are awarded for each hour in attendance. These points can be accumulated to pro-

vide a portion of the credit necessary for re-certification through the State Department of Education. Also, books and materials for supplementary use in classrooms are provided. Outings are arranged for leisure and social activities with teachers providing the food services.

Through the Teachers' Center, occasion is given for participation in University sponsored workshops which may provide both stipends and college credit. In addition, local business organizations schedule teachers on field trips through their plants.

REFORM

The operation of the Teachers' Center is designed to bring about reform by teachers, for teachers, and for the education of youth. In this model, the organization of the Teachers' Center is within a single discipline...social studies...but is a cross-section of all junior and senior high school levels. This design gives the teachers a thorough knowledge of the integral composition of the curriculum.

With knowledge of the relationships between the components of the curriculum, teachers are able to discover excessive repetition in course content, illogical sequencing or duplication of course content, and weaknesses in their pedagogy. They become sensitive to glaring inadequacies, and this sensitivity initiates reform.

The methods of reform are flexible and diverse. Sometimes, they involve a single teacher experimenting with new materials and teaching strategies. At other times, a coordinated attack upon the problems is required.

Where course sequence is illogical, yet mandated by legislation, the joint efforts of the teachers through the Teachers' Center is utilized to obtain legislative changes. Through the coordinated effort of teachers, legislators, and the Department of Education, meaningful changes can be brought into fruition.

At times, the teachers design enrichment programs for students and/or new courses of instruction. The Teachers' Center is utilized to develop the programs for implementation in the classroom; approval for them is acquired from the Director of Curriculum and principals. Also, scientific research to evaluate the program's effectiveness in increasing students' achievements is essential.

CURRICULUM DEVELOPMENT

The Director of Curriculum has sole responsibility for all aspects of the school's educational program. Of the many characteristics which a Director should possess, three are paramount: (1) He should be a man of vision, (2) He must be a man of wisdom, and (3) He must not be afraid of "change." Without these qualities, he could never intrust curriculum development to classroom teachers.

The Teachers' Center provides current literature on alternative education, research findings, various curricula, innovative methodologies, and psychological information of learners and learning problems.

Curriculum development by the Teachers' Center involves revision of course content, methodologies, materials, and infusion of new subjects and methods in the curriculum.

In the operations of the Meridian Teachers' Center, the three areas of infusion were: democratic values utilizing value-clarification techniques; economic understanding; and career education. These three were infused into all courses and all grades, seven through twelve.

DISSEMINATION

One aspect of the operation is the dissemination of information and materials to teachers, educators, and community leaders. This is done primarily through the Teachers' Center Newsletter, and the Project Business Newsletter.

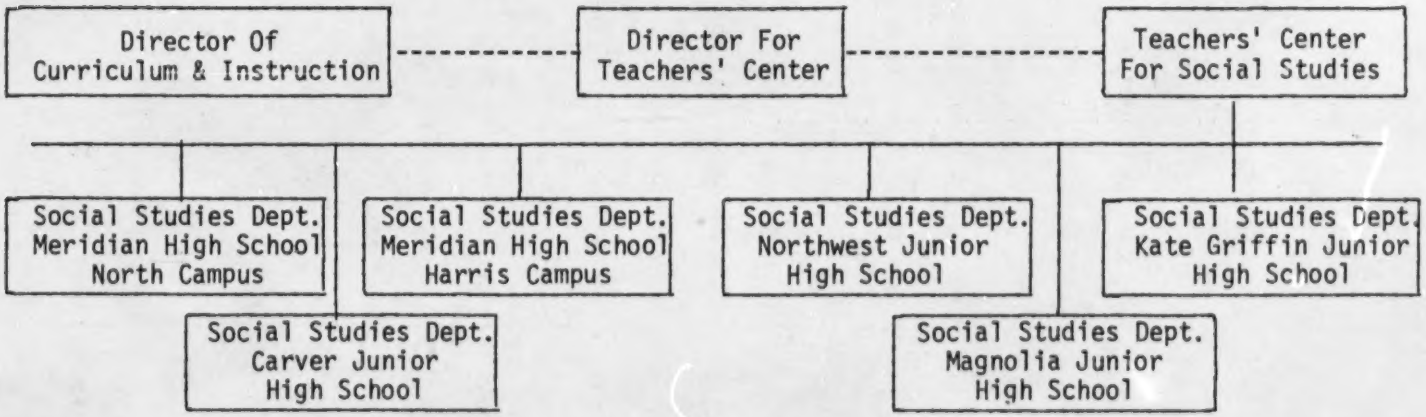
The Teachers' Center actively works with business and industrial organizations in revitalizing the curriculum, developing programs, and disseminating information to national, state, and local organizations and publications. The Center sponsors programs on television and radio, and disseminates information through local newspapers.

A vital part of the operation of the Teachers' Center is conducting educational research. Teachers set up experimental and control groups for evaluation purposes, and implement the innovations in experimental classes. The Director of the Center, utilizing the computer services of a state university, analyzes the out-come of the programs and reports the findings to the teachers by means of in-service meetings and the Teachers' Center Newsletter. (See section "Evaluation.")

ORGANIZATIONAL CHART

TEACHERS' CENTER FOR SOCIAL STUDIES

Meridian Public Schools


Director Of Curriculum & Instruction
Director For Teachers' Center
Teachers' Center For Social Studies
Social Studies Dept. Meridian High School North Campus
Social Studies Dept. Meridian High School Harris Campus
Social Studies Dept. Northwest Junior High School
Social Studies Dept. Kate Griffin Junior High School
Social Studies Dept. Carver Junior High School
Social Studies Dept. Magnolia Junior High School

---------- Direct Supervision

———— Operational Control and Lines of Communication

ORGANIZATION OF A TEACHERS' CENTER

All professional educators of a particular discipline constitute the Teachers' Center. Ideally, one of that group will be named the Teachers' Center Director on a part-time or full-time basis for the purpose of coordinating the Centers' activities.

A line of communication between the Teachers' Center and the formal school or school district organization must be established. This is required if the products of the Center are to be embraced by the school administrators. The logical communication line should be to that person or office charged with supervision of curriculum and instruction. (See organizational charts on page IV and 11.)

A facility, conveniently located for all teachers, is essential for such things as research, study, conferences, in-service training, socialization, and storage of materials and equipment. This facility may simply be an extra classroom equipped with tables and chairs, storage cabinets, and shelves ; or it may be an office and conference space separated from the "school building" and equipped with lounge type furniture and the necessary storage space. The central idea governing the selection and furnishing of the facility should be to make the Center a place where teachers should enjoy "work or play" during duty/off duty hours or for in-service workshops.

How is Meridian's Teachers' Center organized, equipped and staffed? The organizational chart, page 11, depicts the membership and lines of communication of the Teachers' Center of Meridian Public Schools, grades seven through twelve. All teachers and department heads of the junior and senior high school social studies are considered members of the Center. A former department head was selected as the Teachers' Center Director and presently serves as a full-time employee of the Center. In addition, the Center employs a full-time secretary and a part-time materials clerk.

As shown on the two organizational charts, pages IV and 11, and the operational schematic, page six, all social studies teachers contribute their individual expertise to the common objective of the Center which is to provide a forum to restore credibility to Public

Education. When changes to existing programs are warranted, or new experimental programs initiated, approval is obtained from the Director of Curriculum and Instruction, the Superintendent, the School Board, the State Superintendent of Education or the State Legislature, as appropriate. This line of communication has been most satisfactory.

The social studies teachers of Meridian have been given a large room, centrally located to all schools in the system. This room has been equipped with a variety of furnishings such as lounge couches, tables, chairs, desks, typewriters, duplicators and other equipment for the director, secretary, and teachers. Storage for the Center's materials and equipment accumulated over a two year period is also provided. The Center is attractive, comfortable and a "good place to work."

FUNCTIONS OF A TEACHERS' CENTER

The basic concept and philosophy of the Teachers' Center states that:

> Fundamental changes in education must be made periodically by educators, if desired goals are to be obtained. Teachers are the main catalyst for change in pupil behavior and will of their own volition take reform seriously when they are responsible for defining their own educational problems, determining their needs, and receiving help on their own terms.
>
> (Social Studies Curriculum Guide - page 2)

Therefore, the first and basic function of a Teachers' Center is to facilitate dialogue among teachers and others.

In order to facilitate dialogue, several factors must be present. The most crucial is proper facilities. Before any discussion can take place, there must be a location where the teachers can meet to conduct their dialogue. There are a number of possibilities, but one's own needs and resources must be considered in establishing a center. Factors such as accessibility, privacy, comfort, size, etcetera are primary considerations.

Another aspect of a meaningful Teachers' Center is attracting teachers to the facility. If teachers do not see the center's activities as being equal to other choices which compete for their time, then chances are the teachers will not utilize the facility. The most obvious solution is a stipend, but other incentives can be found. One such incentive could be to make attendance mandatory as part of the teaching contract, but there are obvious drawbacks to this tactic. Another is to provide certificates for in-service components successfully completed, and/or awarding points for in-service components, some of which may be used to renew teaching certificates. The latter must have prior approval of the State Department of Education.

After the teachers and facilities have been combined in a meaningful way, provisions for resources must be considered. Incumbent with any meaningful discussion is the ability to obtain accurate data; therefore, literature and media must be available. To illustrate the combination of teachers, facilities, and resources, let the reader look at Meridian's experience.

During the school year of 1973-1974, the Meridian School System sought a federal grant to

establish a Teachers' Center. With the approval of the grant, Meridian was given three years, and $153,000, to formulate this model. From the summer of 1974 to the spring of 1977, the Center tried to carry out the basic philosophy formerly stated.

The first order of business was to determine a location; therefore, a room in the Central Office annex was secured. Because of its age and condition, much of the first summer was devoted to renovation of the facility. The Center had a tremendous amount of expertise among its teachers which allowed the renovation to be completed for the cost of the materials. This activity and the cooperation among teachers set the tone for the future of the Center.

In order to attract teachers to the Center, the grant provided funds for stipends. As a result, more teachers were willing to participate. Further, the grant provided funds to develop the resources needed to make the Center operable.

A second function of the Teachers' Center was revision of the curriculum. This revision came about in several stages before being assimilated during the summer of 1976. The initial phase was concerned with the identification and teaching of democratic values. In order to accomplish this goal, the teachers read widely, discussed composition of the social sciences in the schools, identified several values associated with a democratic society and placed those values in the curriculum, grades seven through twelve. The teachers then began the process of devising methodologies to teach the values within the regular course of study. The result was a model, Education for Affective Achievement.

Unit plans were developed to infuse values into the existing program. Value-clarification techniques were discussed and included wherever they might be applicable. Further, materials and evaluative methods were proposed to accompany the program. The result was the initial stage of curriculum revision and a useful classroom tool. Later revisions of the value-laden material incorporated Kohlberg's moral dilemmas.

During the summer of 1975, the initial phase of redesigning the curriculum guide was set in motion. Each grade began to identify the basic units they wished to teach. The next step was to write the unit objective and identify the competencies associated with the unit, and infuse the values identified earlier.

The major change occurred in the 11th and 12th grades. Teachers of American History, on the eleventh grade level, decided that the Post-Civil War period was to be emphasized rather than attempt the increasingly more difficult task of surveying the entire span of time from the age of exploration and discovery to contemporary America. As a result, more time was available to discuss the periods in American History with which the students are the least familiar.

On the 12th grade level a new idea was considered. This idea involved the use of a trimester structure for the teaching of Behavioral Science, Comparative Economics, and Comparative Political Systems. There were three semesters consisting of twelve weeks each and the student would progress from one course to the next completing all three during the school year. The subjects were to be taught by the inquiry method using the Holt Social Studies Curriculum as its base.

By using the Holt program, two goals were accomplished: (1) utilization of the inquiry approach and (2) a planned program of moral development. Of the former goal, the teachers had determined inquiry to be a more useful tool for students than the demonstration of a good memory. The latter goal coincided with the earlier decision by the Center concerning value education in the social studies.

During the summer of 1976, the Center began to look into the possibility of infusing economic concepts and careers into the curriculum. The aim of the Center was to provide for implementation of this legislation based on the experiences of classroom teachers rather than legislative or administrative mandate. As a result, teachers were able to exercise some control over the outcome.

In order to accomplish the above, it was necessary to identify the economic concepts and the career clusters which were to be infused. The economic concepts were obtained from basic economic textbooks as analyzed and synthesized by the

teachers in the Center. On the other hand, the career clusters were taken from the Occupational Outlook Handbook published by the Department of Labor.

When a list was made of the economic concepts and the career clusters, teachers from each grade level took the list and began to determine which ones would fit each unit. After this initial decision was made, suggested activities were added to the unit plans to accomplish the desired goals. No attempt was made to change the basic content established earlier, but only to apply those concepts that would fit the existing program.

The result of the redesigning of the curriculum has been to identify the units to be taught and to infuse values, economic concepts, and careers into them. Furthermore, the entire process was completed by and for the teachers with limited supervision by administrators. Therefore, the curriculum guide is accepted and utilized by teachers much more willingly.

The third function of the Center was to encourage the proposal and establishment of special, experimental, and exemplary programs. Two in particular stand out: (1) Project Business and (2) Utilization of Educational Television in American History.

Businessmen have often complained of the lack of basic economic understanding among young employees. Further, the businessmen were distressed by the deterioration in the attitudes of young people toward work, productivity, and profit. As a result, the Mississippi Council on Economic Education posed the question at their statewide meeting: "What can we do to help?" The Meridian Manufacturers' Association and the Meridian Industrial Foundation followed up on this idea and the Center proposed a program: Businessmen United with Schools in New Economics for Social Studies (Project Business).

This program is similar to other programs associated with business, but the objectives are more in the affective than in the cognitive or psychomotor domain. Project Business

students spend five hours per week in a participating business without pay and one hour every other week in a seminar where they share their experiences and study the application of basic economic concepts.

A pre and post attitudinal survey and a test of Economic Understanding were given to both experimental and control groups. The results showed a dramatic increase in the level of economic understanding among those participating in Project Business. (See the Evaluation Section.)

An outgrowth of Project Business has been the application of career education as an infused series of components in the social studies curriculum and greater participation of community leaders in the educational process of the district. The good will of community and educational leaders resulted in good public relations between the school and community and gave teachers a greater sense of community participation.

The activities of the Center led American History teachers to an awareness of duplicity in course content in the eighth and eleventh grade courses. In turn, the eleventh grade teachers determined to concentrate their efforts in giving students more information and insight into current historical issues and events. They developed an eleventh grade course using the first six weeks for a general overview of early American History, and utilizing E. T. V. and audiovisual programs concentrated in Post-Civil War period to the present. This eliminated the former inflexibility of the course which prohibited covering modern American History in the second semester. They found that students' interest increased with the change and achievement levels were increased.

A fourth major function of the Teachers' Center is in-service training or staff development. Part of any effective educational system is the continual improvement of its teachers. The Center pioneered a method of staff development based upon the primus that teachers best understand their own weaknesses and are able to identify specific programs for remediation.

The teachers assessed their own weaknesses, set priorities for self improvement, and developed in-service components to give "show me" types of workshops to improve their teaching methods. They discovered that this process was superior to collegiate "methods courses" where professors gave them "library science" activities and lectures on methods of instruction. Their interest and participation in the in-service components increased significantly. Furthermore, these in-service programs were so designed and scheduled that they blended perfectly with the school district's ongoing staff development program.

In the district wide staff development program, two days a year are set aside for in-service workshops. The Center planned their programs for these days through their own self-assessment and an elected in-service committee. Once the committee had developed the in-service program, a calendar committee utilized the school district's calendar to schedule the components.

During these sessions, teachers have participated in "how to" or "show me" demonstrations of methodologies too difficult to handle effectively in short sessions of only two hours. Examples of topics presented are value-clarification and simulation gaming techniques.

An interesting outcome of the Teachers' Center, somewhat unexpected, but welcome nonetheless, became a fifth function. The development of professionalism among the teachers came about as a result of the other activities. As more was discovered about developments in the social studies, the teachers began to realize the value of keeping up with emerging trends. The result was a deeper interest in professional organizations.

Several teachers began to take an active part in their national and state social studies organizations, and many more joined as a result of this increase in interest.

A move to establish a local social studies council was discussed and steps were taken in this direction. However, the plan was delayed pending the revitalization of and the new constitution of the state council.

Finally, the social aspect of a Teachers' Center cannot be overlooked. A diversified, multi-campus, comprehensive school sometimes has difficulty in maintaining the morale of its staff. Therefore, a facility which brings teachers together can improve the basic conditions which causes the lack of camaraderie. In addition to meeting ones' fellow workers, social activities such as cook outs and fishing trips can result.

This portion of the model has attempted to demonstrate the functions of a Teachers' Center as seen by one school system's experience. Other systems under different situations and different leadership might obtain different results.

SUBJECTIVE EVALUATION

Since its inception in July, 1974, the Teachers' Center for Social Studies Education has played a dominant role in the assessment, planning, and implementation of junior and senior high school social studies program in the Meridian Public Schools. The result has been that the social studies have become dynamic, relevant experiences in which students are aided by enthusiastic teachers to make preparations for their individual life's goals.

One of the explanations for this drastic change is the Teachers' Center has created an environment in which teachers have been able to interact in a way that enlightens, uplifts, and challenges the individuals involved. Through the Center, all participants have had the opportunity to become more familiar with the total curriculum and to realize their importance to the success of the over-all program. Operating as a cohesive unit, rather than approximately thirty individual units, the teachers have exhibited a sense of dedication and determination that instruction and instructors will improve.

The Center's initial effort to upgrade the teaching of social studies was a total revision of the curriculum guide incorporating an emphasis on values-clarification, and later, economic education and career orientation. Implementation of the new curriculum involved the use of various innovative techniques, including simulation gaming and moral dilemmas, and stressing the inquiry approach to learning. Although classroom teaching has been improved and learning facilitated through the new curriculum and innovative methods, the Teachers' Center has promoted a potentially more productive approach to education. Realizing that learning cannot be accomplished within a vacuum and effectively applied to living, the Center has attempted to bridge the obvious gap that has existed between the school and community through planned visits for teachers to various business and industrial sites. Just as these have provided greater awareness and understanding of those institutions, such programs as Project

Business have allowed students to become actively involved in experiences which greatly enhance the practicality and reality of social studies education. Furthermore, the students gain economic understanding throughout the social studies program through the infused basic economic concepts. These concepts, listed below, are utilized by all social studies teachers and sponsoring businesses involved in Project Business.

BASIC ECONOMIC CONCEPTS

1. Individuals make economic decisions on the basis of their values and goals.
2. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
3. In order to satisfy human wants for goods and services, productive resources (natural, capital, and human) must be used in some workable combination.
4. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
5. The quantity and quality of population directly affects production.
6. Each of the factors of production expects to receive compensation for its contribution to the process of production.
7. The method of organizing productive resources determines a society's economic system.
8. Growth and stability are common goals of all economic systems.
9. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits or production.
10. The policies of governmental units may promote or impede economic growth and stability.
11. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

SUMMARY REPORT OF RESEARCH DESIGN FOR TITLE III OFFICE ON THE FOLLOWING STATISTICAL ANALYSIS, 1974-1975

Our research established two outstanding things relative to teaching values through value-clarification techniques:

1. Teachers always insist: "Sure, you know we teach values. Why should we have to design lesson plans to do it?"

   The statistical analysis of the control group (teachers who did not utilize humanistic values lesson plans) showed that their students did increase in their scores on the value measures. This verifies that teachers do influence "values" in youngsters. Since the control group demonstrated gains, it was necessary to run an analysis of covariance to measure statistically the differences in their gains as compared with the experimental group who were subject to deliberately designed values education. The results are shown in the data of the following research design.

2. While all teachers do teach values, yet those teachers who planned their lessons to clarify democratic values showed far greater results than those teachers who did not deliberately emphasize values.

We chose Harvey's model (1960) in order to compare the scores of the two groups, and used the model at the .05 F ratio. For a score to be significant, or that is, not the result of chance, the F ratio had to reach 3.93. This means that at this level and ratio, there are less than five chances in 100 that a score of 3.93 could be due to any other factor than our lesson plans in humanistic values.

The total score reached 4.81. In fact, on two of the values the scored neared one chance in a hundred that this score could have been attained by anything other than our humanistic values program.

The scores would have been even higher had we caught a mistake before running the computer analysis. The teachers as a group identified the nineteen (19) values of our American democracy. Then, individually they selected those values which could best be worked into their specific subject matter. The result was that one value tested was not included in any lesson plan, one was designed for second semester which we did not cover during evaluation period (first semester), one used by four teachers only and also in second semester. Had these low scores not been computed along with the rest, the result would have been much more impressive.

This being so, still Dr. Handley at Mississippi State University expressed satisfaction that this research and planned teaching of humanistic values is a major contribution to education and educational research.

Needless to say, the social studies teachers are pleased with these findings, and are more interested in following the program through with renewed interest and effort.

(For statistical datum see Tables I and II on pages 25 and 29.)

TABLE I

Comparison of Adjusted Posttest Means for

Experimental and Control Group on Selected Value Measures

Criterion	Experimental Mean	Control Group Mean	F
Variable A	54.53	52.82	.96
Variable B	47.60	45.90	1.95
Variable C	40.80	39.32	1.29
Variable D	49.24	46.94	2.88
Variable E	43.73	42.25	.79
Variable F	49.72	45.61	6.16 *
Variable G	52.81	51.48	.69
Variable H	45.29	42.86	2.36
Variable I	44.70	40.79	6.01 *
Variable J	41.69	41.06	.18 **
Variable K	48.75	44.81	4.75 *
Variable L	37.31	34.48	3.51 ***
Variable M	45.79	42.73	3.43
Variable N	42.80	38.91	5.16 *
Variable O	53.74	51.39	2.28
Variable P	51.29	49.15	2.00
Variable Q	42.42	42.56	.00 ****
Variable R	52.38	51.25	.35*****
Variable S	44.86	43.24	1.42
TOTAL SCORE	887.99	849.21	4.81 *

* F 3.93 Significant at .05 level (df=1)
** Teacher lesson plans reveal this value measure did not receive emphasis.
*** Approaching Signficance
**** A check of teacher lesson plans revealed this value was omitted.
***** This value was built into second semester units, and not tested by this instrument.

SELECTED VALUE MEASURES

Variable A 1. Belief that citizens should strive to increase the effectiveness of the family as a basic social institution.

Variable B 2. Belief in the recognition of the dignity and value of individuals.

Variable C 3. Belief that all persons should possess equal rights to life, liberty and property which are, however, accompanied by certain responsibilities and obligations.

Variable D 4. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.

Variable E 5. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.

Variable F 6. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved.

Variable G 7. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.

Variable H 8. Belief that government must be based on properly enacted laws, consistent with theories of constitutionalism, due process and equal protection; that government has a responsibility for promoting the general welfare.

Variable I 9. Belief that people are capable of governing themselves; that political power belongs to and comes from the people; and that the people have the right, by lawful means, to change their government.

Variable J 10. Belief that a free economic competition, consistent with the general welfare, is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.

Variable K 11. Belief that both competition and cooperation are essential to the democratic process and to our nations well-being.

Variable L 12. Belief that the separation of church and state is essential; that public education should promote moral and spiritual values.

Variable M 13. Belief that America is a part of an interdependent world community.

Variable N 14. Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.

Variable O 15. Belief that Americans should have reasoned devotion to our heritage, and a commitment to perpetuate the ideals of American life.

Variable P 16. Belief that the actions of the individual usually have an influence on the actions of others to include the peer group.

Variable Q 17. Belief that citizens should develop attitudes which will insure patriotism toward democracy.

Variable R 18. Belief that man is a rational being and should seek to achieve a balance between social stability and social change to strengthen our social institutions.

Variable S 19. Belief that man should make intelligent use of forces and resources of nature.

PROJECT BUSINESS RESEARCH DATA

Results of the research on Democratic Values in 1974-1975 revealed a serious weakness in the value on "free enterprise." As a result, the teachers worked with members of the Mississippi Council on Economic Education, Meridian Industrial Foundation, and the Meridian Manufacturers Association to set up a program to provide on-site instruction in economic and career education in sponsoring business organizations in the community. The results of the program.....called *PROJECT BUSINESS*.....is as follows:

A. Program 1975-1976

Twenty-five (25) eleventh grade social studies students were assigned on a voluntary basis to various sponsoring business organizations to study the economic system of that business.

The assigned students were non-paid guests of a business for one semester (90 hours). Upon successful completion of the program, they received ½ units of credit toward meeting graduation requirements.

B. Research/Evaluation

Subjects:

Twenty-five (25) students comprised the experimental group, and were selected from approximately 650 students enrolled in eleventh grade social studies classes. They were match paired with twenty-five (25) students in the regular eleventh grade social studies program utilizing conventional teaching methods.

Treatment:

The experimental group was placed in sponsoring business organizations throughout the city. These businesses taught the students economics on-the-job by direct observation and experience. The sponsoring organizations were utilized as mini-economic communities and assisted students in the study of business management, employment and requisite skills and educational requirements, production, finance, taxes, social security and state compensation, labor, regulations, and civic involvement of business leaders.

Data Collection:

At the beginning of the program, the experimental and control groups were administered the Test of Economic Understanding. This same instrument was utilized at the end of the study as a posttest. This instrument is designed to measure economic understanding of the American economic system and compare it with the Socialist economic systems of Sweden and U. S. S. R.

DATA COLLECTED/ANALYSIS

At the end of the semester of study a t-test was used in a pre and posttest condition to measure economic understanding. An analysis of covariance was utilized to determine if there was a significant difference between the experimental and control groups' gains related to the treatment of the program, and to adjust initial mean score differences between the two groups.

Examination of the data revealed that there was a significant difference at the .017 level (F ratio). The null hypothesis is rejected.

TABLE II

Comparison of Adjusted Posttest Means for Value Study

Criterion	Adjusted Experimental Mean	Adjusted Control Mean	F
Test of Economic Understanding	22.94	20.10	6.04

F 4.04 Significance at .05 level (df=1 and 47)

F 7.19 Significance at .01 level

CONCLUSION

We, the classroom teachers, commend the Teachers' Center concept utilizing the "teachers as change agents" to the general educational public. We have found the Teachers' Center a vehicle to channel our usual discontent into practical implementation of educational reform, self improvement, and greater commitment to education. As a staff, we grew closer together as a team and discovered "each other" and learned the unique characteristics possessed by our fellow teachers. We found them more competent than we had supposed and developed a high regard for each other.

For the first time in our years of teaching, we developed understanding of a unified curriculum; various administrative constrants and decision-making variables; and better methodologies in teaching students of varying abilities.

The school district has given us flexibility to try out our own ideas in the classroom and initiate changes we felt should be instituted. As a result, we claim the Teachers' Center as "ours," although it legally and administratively belongs to the district.